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ABSTRACT

In 1998, Washington state passed into law WorkFirst, its version of the federal welfare reform program, Temporary Assistance for Needy Families (TANF). Colleges were funded for four training programs: (1) Pre-Employment Training; (2) Tuition Assistance; (3) Workplace Basic Skills; and (4) Families That Work. This paper presents the overall first-year findings for the 1998-99 programs. Participants in pre-employment training receive up to 12 weeks training to learn skills they need to work for a specific employer or group of employers. A total of 1,069 participants were trained in the first year, or one-third of the target number. Of these participants, 77% were current or former welfare recipients, while 74% had hard-to-serve characteristics, such as a substance abuse problem or a learning disability. All but 25% of participants completed the training. Nearly 80% of successful completers entered employment within one quarter after training, compared with 50% of non-completers. The typical completer started off earning $0.72 per hour more than non-completers. The Tuition Assistance Program helps low-income working parents by paying for training to upgrade their skills for their current job, or to prepare them for new fields. The Families That Work Program provides intensive training and services to long-term welfare parents who have less education, and generally have little or no work experience. Finally, the Workplace Basic Skills Program provides training for workers employed in low-wage jobs. Appended are the Policy Issues and Questions for Accountability Report, information on program partners and participants, and surveys. (NB)

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First-Year Accountability Report for WorkFirst Training Programs

June 2000

Prepared by
The Education Services Division

Washington State Board for Community and Technical Colleges

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Washington Community and Technical Colleges

First-Year Accountability Report

for

WorkFirst Training Programs

INTRODUCTION

In spring 1998, Washington passed into law WorkFirst, its version of the federal welfare reform program, Temporary Assistance for Needy Families (TANF). WorkFirst identifies work as the primary means and first step to help families raise their incomes, reduce their dependence on welfare and leave poverty. WorkFirst follows this work goal with a second goal–to provide access to training and support for working low-income families[1] in order to move up the wage ladder. WorkFirst's third goal is protecting children.

In the months leading up to WorkFirst, the State Board and the colleges debated whether they could be effective providing services in the WorkFirst environment with its strict limitations on when to train and for how long. What was most successful in the colleges' old way of doing business- providing longer-term training- was no longer possible.

However, the colleges and the Board made their commitment to the WorkFirst vision. This commitment recognized the system's long-standing role in preparing welfare recipients and other low-income students for work and job advancement, and the need to re-establish this role in welfare reform.

In the first year, the more able and higher-skilled welfare recipients were able to leave welfare quickly for work in the hot job market. Savings from the caseload reduction were reinvested in programs and support to help those working to stay employed and to begin to provide assistance to those recipients experiencing harder times in finding work.

Colleges were funded for four training programs:

- **Pre-employment Training** provides very short training, up to12 weeks, geared to specific employers with hiring needs.

- **Tuition Assistance** funds tuition and books for already working TANF recipients and other low-wage workers with families.

[1] Households with family incomes below 175 percent of the federal poverty level are defined as low-income. A family of three with income less than $2,024/month would qualify.

- **Workplace Basic Skills** provides literacy training for low-wage workers in entry-level jobs. Training is customized to their jobs and provided at their worksites.

- **Families That Work** trains WorkFirst and other low-income parents with young children in literacy skills along with parenting and family management skills, as they get ready for work.

- In addition, colleges were allocated **Program Re-design** funds based upon local plans developed with their WorkFirst agency partners to re-design programs and services to better meet the needs of WorkFirst participants and low-income working adults attending colleges.

During the year, the Governor received a bi-weekly WorkFirst Performance Report that included overall performance measures for caseload reduction and individual agency management targets. Colleges reported their enrollment targets in the newly funded programs. Following the model used for reporting Worker Retraining Program results to the public, SBCTC also committed to prepare an Annual Accountability Report for WorkFirst Programs.

This First-Year Accountability Report provides the colleges' implementation findings and initial results for entry into employment, and hourly wages for participants who were in training in 1998-99. Longer-term results for wage progression and welfare reduction for these participants will be reported beginning spring 2001. In addition, each report will describe the overall ways in which colleges are taking lessons from these programs to re-design themselves for serving WorkFirst and other low-income working parents. Finally, as other studies for WorkFirst are conducted, including the WorkFirst Longitudinal Study and the Washington State Institute for Public Policy Periodic WorkFirst Reports, they will be referenced. (See Appendix A for a list of key policy questions in each program.)

OVERALL FIRST-YEAR FINDINGS for 1998-99 Programs

First-year results show that training adds value to employment and hourly wages for WorkFirst and other low-income workers.

- Welfare adults who successfully completed even a short (12 weeks) Pre-employment Training program were more likely to find employment and started at a higher hourly wage than participants who were simply looking for a job.

- Low-income working parents started training when they were provided Tuition Assistance financial aid, and colleges assigned staff specifically to help them.

- Basic Skills education is being more closely tied to preparing low-income parents for training and work, and it is also being offered in the workplace to low-wage workers.

Colleges are adopting promising practices for combining work and training and have begun to use these practices to improve services for all low-income students attending for work reasons.

- The job skills needed to start work are being taken from longer college programs and put into shorter training modules for entry-level jobs that can be first steps on career ladders. WorkFirst training strategies are included among the overall ways for addressing the skilled worker shortage and reaching system-wide accountability goals.

- Colleges have identified the need and subsequently designated staff to work as single points of contact for WorkFirst and other low-income working parents. This staff is also working with other agency partners to improve follow-up and to connect working WorkFirst parents to training.

- Basic skills instruction is being provided earlier for WorkFirst parents who need intensive services to prepare for employment. This instruction is also being combined with Pre-employment Training to shorten time in training and is being offered to low-wage workers in the workplace. This approach is an example of how the colleges are building a continuum of training services.

Longer-term results, including employment retention, increased earnings and decreased dependency on welfare, will depend upon continued access to training for WorkFirst participants to achieve the employment and earnings of past welfare students who had access to longer-term training.

- Colleges and agency partners will have to work even more closely in the future so that Pre-employment Training completers, and other WorkFirst working adults, have continued access to training via Tuition Assistance after they go to work.

- The first long-term results for employment, combined with further access to training, will be measured and reported in spring 2001.

PROGRAM-SPECIFIC FIRST-YEAR FINDINGS

PRE-EMPLOYMENT FINDINGS:

Early results from Pre-employment Training demonstrate that even short training improves employment opportunities for WorkFirst participants.

- Participants who completed Pre-employment Training were more likely to enter employment after leaving than non-completers.

- The typical welfare participant who completed Pre-employment Training had a higher hourly wage than the other WorkFirst recipients who only had Job Search Training or simply looked for work on their own.

- These results were consistent for participants with backgrounds of longer-term welfare, little or no prior work history, and less prior education.

Pre-employment Training participants' hourly wages were less than the wages of past welfare students who completed longer training.

- Longer-term wages and earnings will be measured in spring 2001. To reach the wage levels of past welfare students, pre-employment participants will need access to further training while they work.

TUITION ASSISTANCE FINDINGS

Tuition Assistance is increasing access to training for WorkFirst and other low-income working parents, and has been especially effective in helping new students start training.

- Low-wage working adults are using Tuition Assistance to start and complete training. Both new and former students who last attended college three or more years ago are using Tuition Assistance for a fast start into training as they apply for more traditional aid forms.

Colleges must designate staff to work directly with agency partners on behalf of WorkFirst students for recruitment and support to stay in training.

- Colleges have identified working directly with local partners in weekly reviews as a best practice for matching services to the WorkFirst caseload.

- Every college used WorkFirst funds to designate specific staff as single points of contact for WorkFirst students. These staff provided outreach and worked closely with participants and other agency partners for necessary support services to retain participants in training.

Tuition Assistance students are enrolling in more evening and weekend instruction, and colleges are gearing up for even greater demand.

- Tuition Assistance students receive a higher percentage of training in the evenings and weekends than past welfare and low-income students have. Colleges are preparing to meet this increased demand by re-designing classes and adding more evening and weekend childcare.

As low-income working participants complete their training, there is good evidence that their earnings will be higher than past welfare students who attended training only.

- Previous research for welfare college students shows that work and training combined results in higher hourly wages than completing training only.

- Earnings and welfare dependency will be measured in spring 2001 for the first group of Tuition Assistance participants leaving training.

FAMILIES THAT WORK FINDINGS

Families That Work addresses all three of the Governor's goals for (1) getting a job, (2) getting further education and training for a better job, and (3) protecting children.

- Most Families That Work participants do not have the skills and experience to get jobs, even in a strong economy, without intensive preparation.

- Families That Work provided services to increase their literacy skills along with parenting and family management skills, as they also prepared to go to work.

- Parents participated in training and other activities for 20-25 hours per week, learning to manage schedules and cope with family needs that working parents typically face.

Over half of the participants in Families That Work increased their skills and increased their preparation for work. Participants who received more than one quarter of training were more likely to make progress and increase employment.

- Families That Work set a target that 50 percent of the parents trained would increase their basic skills, parenting skills, and overall employability as they progressed in getting further training, participating in work experience, or kept employment if they had a job.

- Overall 53 percent met the target. Forty percent made full progress in all of the program's training components along with working or preparing to go to work. Another 13 percent made partial progress in their training as they moved into employment.

- Of the 46 percent of participants enrolled more than one quarter, over 60 percent of parents met the target.

How Families That Work participants fare longer term depends upon how much further training and support services that they get.

- Families That Work is an important first step, but parents will need further training for employment and wage progression. The next suitable step for many may be Pre-

employment Training, although it will require strong connections between programs to help FTW parents make that step.

Families That Work is revamping the colleges' family literacy programs.

- Families That Work has infused employment into family literacy programs–expanding their focus to include the dual responsibilities and needs of parents and workers.

WORKPLACE BASIC SKILLS FINDINGS

The majority of low-wage workers trained were limited English speakers. Lack of English is a significant barrier for low-wage workers in Washington.

- Nearly 85 percent of the instruction provided through Workplace Basic Skills was for English as a Second Language.

- Fifteen percent of all low-wage workers in Washington are in non-English speaking households, compared to 8 percent for all other working families, according to the 1998 State Population Survey.

Eighty percent of the workers trained made skills gains. Both workers and supervisors were highly satisfied with the gains that were made.

- SBCTC surveyed over 600 workers and 85 supervisors after the training was conducted. Ninety-five percent of workers and supervisors responded they were satisfied or very satisfied with skills gains made.

- Employers say the largest benefits to their companies may be increased worker self-confidence and adaptability, and improved performance, and quality of work.

- More than two-thirds of workers said they used their new skills very often on their jobs. Another 28 percent said they also used the skills, but less often.

Workplace Basic Skills is a longer-term strategy for wage and skill progression.

- Workplace Basic Skills provides specific training that is short and customized to the workplace. Typically this training could be repeated to incrementally provide the longer training that these workers need to climb the skills ladder.

- Longer-term wage progression will be measured in spring 2001 along with continuing participation in training.

Past welfare students in college training:

Washington's community and technical colleges have a long-standing history of serving low-income adults, including welfare recipients who have received Temporary Assistance for Needy Families, Aid for Families with Dependent Children (AFDC, the former federal program), or Refugee Assistance. From July 1, 1998 to June 30, 1999, some 35,000 adults with current or past welfare experience sought training at their local community or technical college. In addition, some 10,000 other non-welfare, low-income parents also attended colleges for employment-related goals.

Research on 6,000 welfare students who left vocational training programs between 1994 and 1996 provides a picture of the role of training for past welfare recipients:

- Welfare students who completed their training earned higher hourly wages 7-9 months after training than those who dropped out early.
- Welfare students who combined training and work earned higher hourly wages 7-9 months after training than those who did not combine training and work.
- Welfare students who worked with the same employer during and after training earned higher hourly wages 7-9 months after training than those who changed employers.
- Regardless of whether work and training were combined, those who completed training in high-wage programs earned the most after college.

Wage Results[2] 7-9 Months After Training for Welfare Students 1994-96

	Not Employed During Last Quarter of College	Employed During Last Quarter of College
Left Training Before Completing	$7.82	$8.85
Completed Training	$9.45	$10.10
Stayed With Same Employer After Training		$10.29
Completed High -Wage Training	$13.09	$13.04

[2] Wage results are based upon Unemployment Insurance (UI) match for employment reported for unemployment insurance purposes in Washington. 85-90 percent of all employment in Washington is covered in the UI file. Wage results have been inflation adjusted to 1999 third quarter dollars.

PRE-EMPLOYMENT TRAINING

Program purpose and eligible providers:

WorkFirst and low-income participants receive up to 12 weeks of training to learn the skills they need to work for a specific employer or group of employers. Colleges and private career schools develop these training programs with the employers, who commit to giving first consideration to hiring those who complete the training. Employment opportunities must have above entry-level wages and typically include benefits.

How providers were selected:

Funds are awarded based on applications developed by colleges and private career schools in partnership with employers, the Departments of Social and Health Services (DSHS), and Employment Security (ES). In 1998-99, 24 colleges and three private providers were funded to provide 45 specially designed training programs. (See Appendix B for a list of providers and occupations trained.)

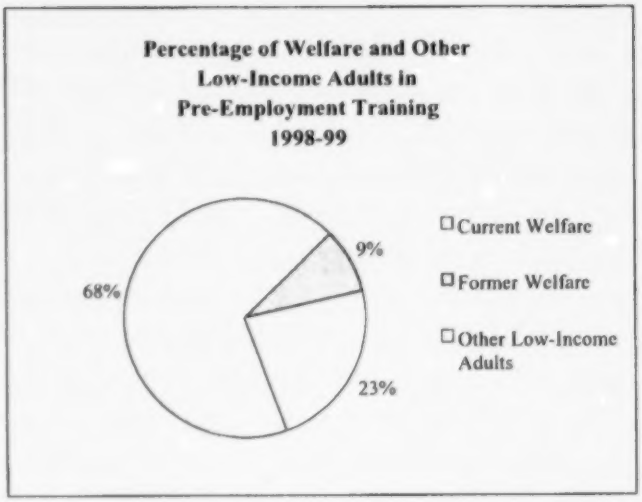
How many participants were served:

- 1,069 participants were trained in pre-employment programs–one-third of the first-year target.
- Colleges fell short of the target for several reasons. Start was delayed until fall awaiting a contract; a lack of timely referrals delayed implementation for some programs; and many of those referred were not qualified for training.

Who was served:

- More than three-fourths of those trained were current or former welfare recipients. A current welfare recipient received TANF in the quarter she was trained. Former welfare recipients received welfare in any quarter during the 3 years prior to the quarter they enrolled in training.

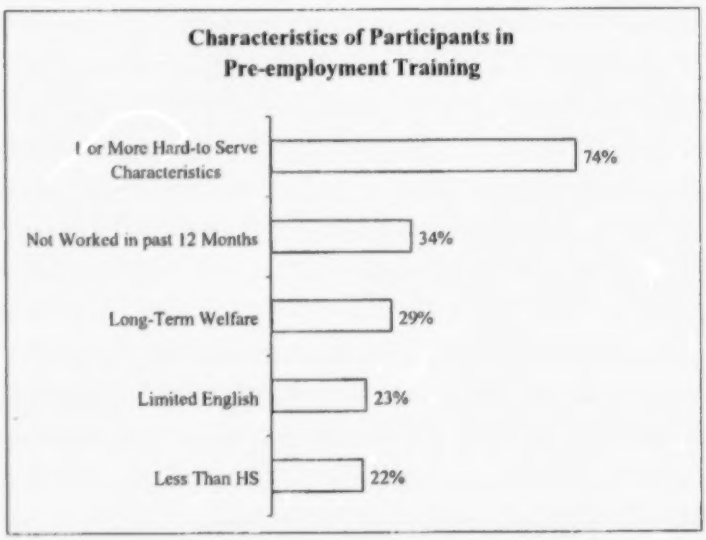
- Just less than one-quarter of the participants were low-income adults who were neither current nor former welfare recipients. To be eligible for training, their earnings had to fall below 175 percent of the federal poverty level.



Participant characteristics:

- Participants who have been on welfare longer, who have little or no work experience, less education, or limited English often have the greatest difficulties getting and retaining employment that will support themselves and their families.

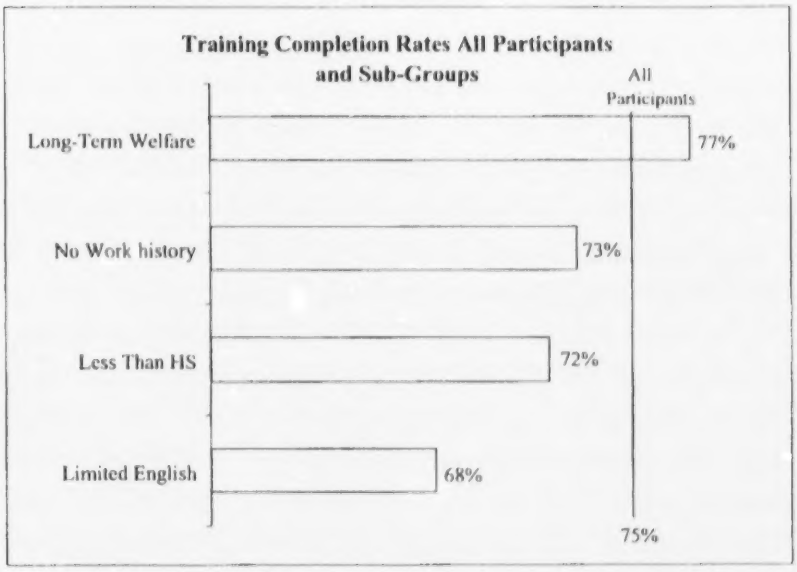
- 72 percent of the participants served had one or more of these issues referred to as "hard-to-serve".



- One-third had not worked at anytime in the 12 months prior to training; 29 percent had been on welfare for at least 30 of the 36 months leading up to training; 23 percent had limited English skills and 22 percent had less than high school education.

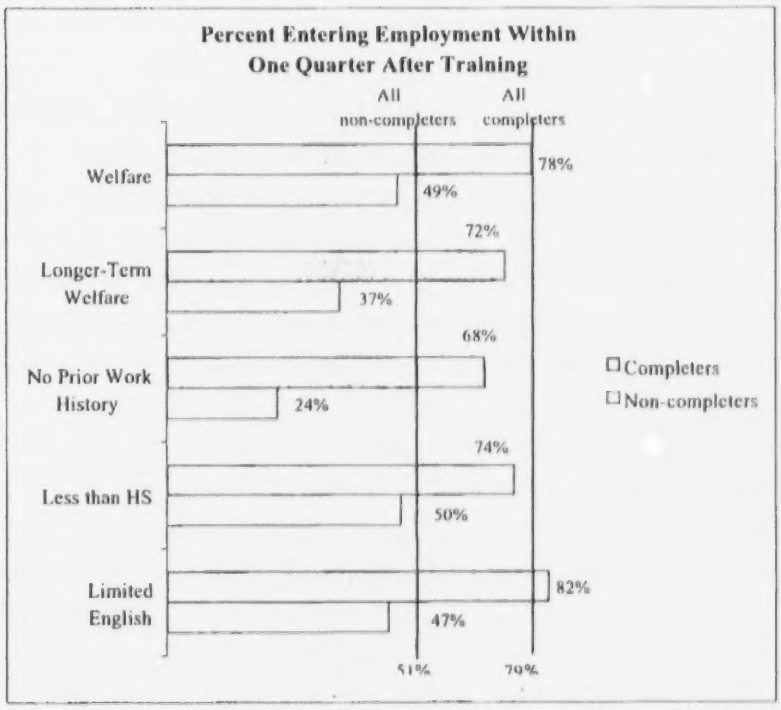
Completion was high for participants as a whole and for each sub-group:

- 75 percent of all those who enrolled completed training.
- This high completion rate was consistent for the various profiled groups.



Training completers had higher rates for entering employment than non-completers. This comparison is useful because training was relatively short and both groups had the same post-program work requirements, regardless of completion status.

- Based upon UI[3] match, nearly 80 percent of successful completers entered employment within one quarter after training compared to about half of non-completers.
- Again, this result was consistent for all of the



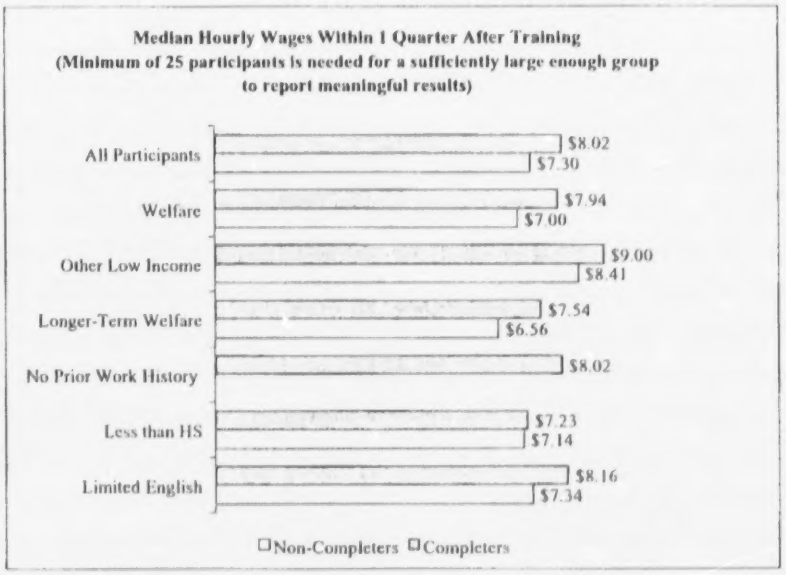
[3] Students who were employed or working outside of Washington are not included in UI covered employment and are not counted here. Employment outside Washington will be included in the spring 2001 follow-up.

groups profiled. For example, participants with no prior work history who completed training were more than 2.5 times as likely as non-completers to enter employment after training.

- Longer-term welfare recipients who successfully completed the training were nearly twice as likely to be employed directly afterward as those who did not complete the training.

UI reported median hourly wages for completers were higher than starting wages for non-completers- across the board.

- The median hourly wage for all completers was $8.02/hr.
- The typical completer started off earning $.72/hour more than non-completers.
- Welfare completers earned $.94/hr higher starting wages than welfare non-completers.



Pre-employment Training completion resulted in a better starting wage than looking for work directly without training for all other WorkFirst participants. However, hourly wages for Pre-employment Training completers was not as high as hourly wages for past welfare students who completed longer training:

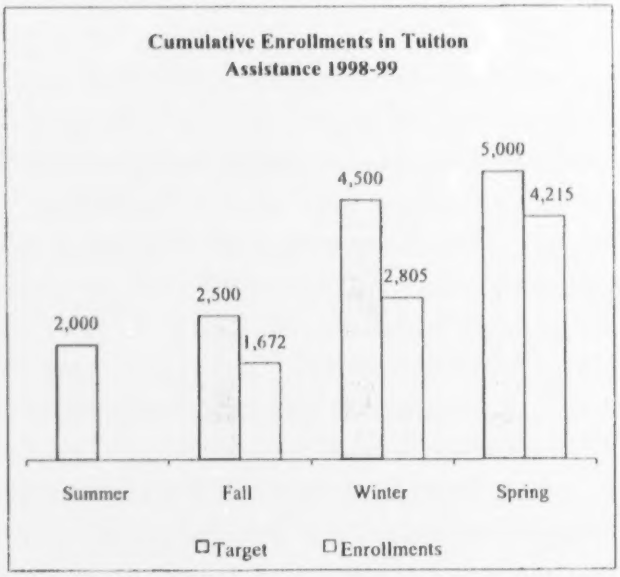
How Pre-Employment Training completers fare:	Who they are being compared to:	The early difference Pre-employment Training made:
⇑ Better	Compared to WorkFirst/TANF job seekers looking for work on their own or after Job Search only in 1998-99.	The average wage for Pre-employment Training completers was $9.54/hr compared to $6.93/hr for all WorkFirst/TANF job seekers between July 1 1998 and June 30, 1999. 62 percent of all Pre-employment Training completers started off earning $7.50/hr or higher, compared to 28 percent of all TANF/WorkFirst job seekers in 1998-99, based upon data collected by DSHS and ES for all WorkFirst/TANF participants who went to work.
⇑ Better	Compared to other WorkFirst/TANF recipients who left and stayed off welfare in 1998-99.	The median wage for all Pre-employment Training completers who were on welfare was $7.94/hr and $7.54 for those with longer welfare backgrounds. This compared to $7/hr median wage for welfare recipients who successfully left and stayed off welfare for at least 2 months beginning Oct 1, 1998 based upon DSHS survey data for the entire welfare caseload
⇑⇓ Depending upon access to further training	Compared to results of past welfare participants who completed longer certificate and degree college programs before WorkFirst was implemented.	Welfare students completing 1-2 year programs in the past earned higher hourly wages than Pre-employment Training completers. Apart from training in high wage fields, welfare students who combined training and work earned more than those who just received training. Pre-employment Training completers have the opportunity to do as well or better than past welfare students, provided they can continue to train and work.

TUITION ASSISTANCE

Tuition Assistance helps low-income working parents by paying for training to upgrade their skills for their current job, or to prepare them for new fields. Typically, parents receive Tuition Assistance for one or two quarters to start their training while they wait to qualify for federal and state aid programs. Tuition Assistance may also be applied to classes that typically would not qualify for other financial aid because of their short length or unique focus that is customized to the working parents' needs.

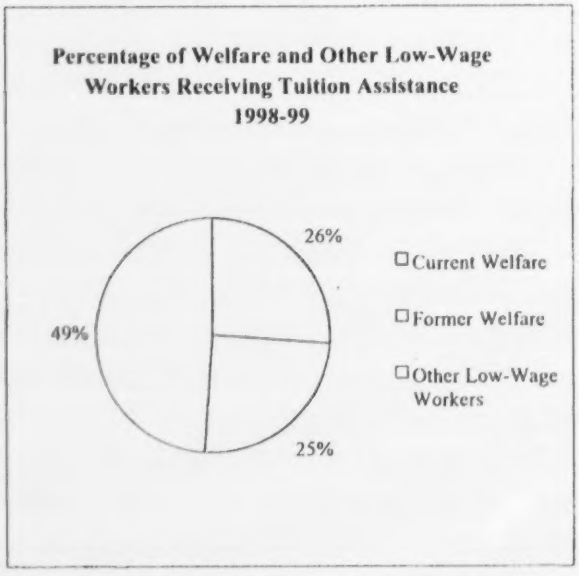
How many participants were served:

- The number of low-income working parents receiving Tuition Assistance increased steadily after fall quarter as the colleges became certain of the availability of this aid.



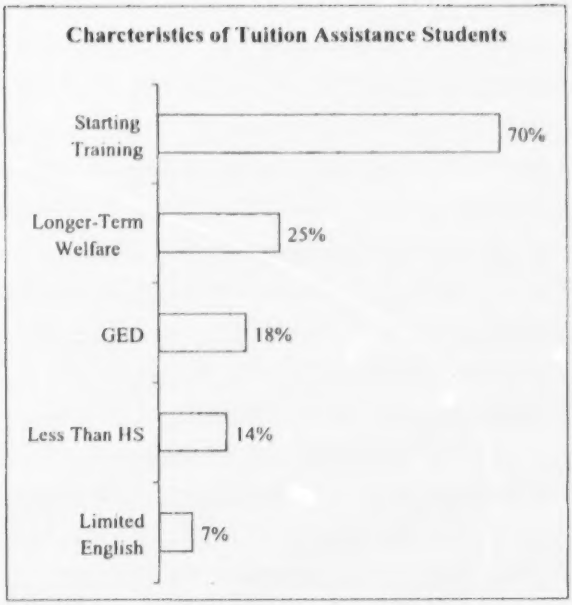
Who was served:

- Just over half of the parents who received Tuition Assistance were current or former welfare participants.
- The remaining participants were low-income working parents not on welfare. To be eligible they had to earn less than 175 percent of the federal poverty level.



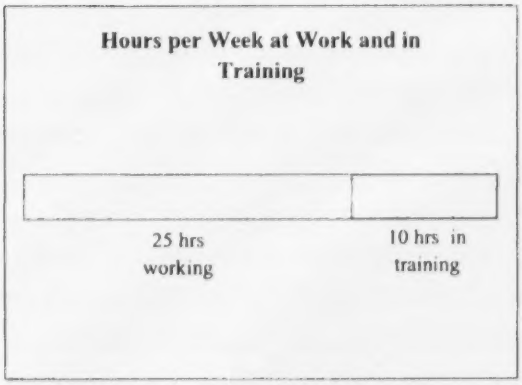
Participant characteristics:

- 70 percent were new to college training or starting again after having had some training 3 or more years ago.
- One quarter were longer-term welfare parents who had received welfare for 30 of the previous 36 months.
- 14 percent were entering college with less than a high school diploma and 7 percent are limited English speakers.



Hours spent in work and training during the Week:

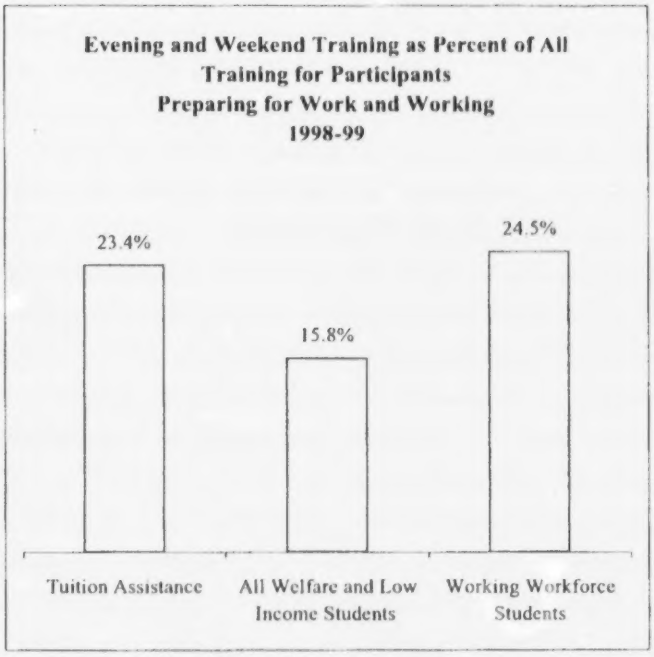
- The typical participant works 25 hours a week and spends another 12 hours in training. This is a high level of employment and training given their family responsibilities.



Evening and weekend instruction:

- In the past, welfare students who did not have work requirements were far less likely to attend evenings and weekends than other vocational students who were working and in training.

- Tuition Assistance students are more likely to attend training on weekends and in the evenings than other past welfare and low-income students and increasingly similar to other working students enrolled in college.

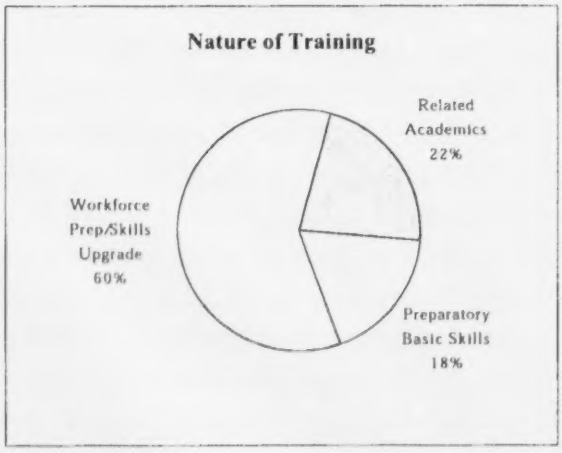

Evening and Weekend Training as Percent of All Training for Participants Preparing for Work and Working 1998-99
23.4%
15.8%
24.5%
Tuition Assistance
All Welfare and Low Income Students
Working Workforce Students

- Colleges expect the demand for evening and weekend training to increase and are preparing for it. Specially re-designed courses and programs are being added in 1999-2000 along with more childcare.

Nature of training provided:

- Tuition Assistance is aimed entirely at workforce-related training for certificates, degrees or completion of other individualized training plans. Nearly 60 percent of the training has been directed toward job-specific skills as measured by FTEs.

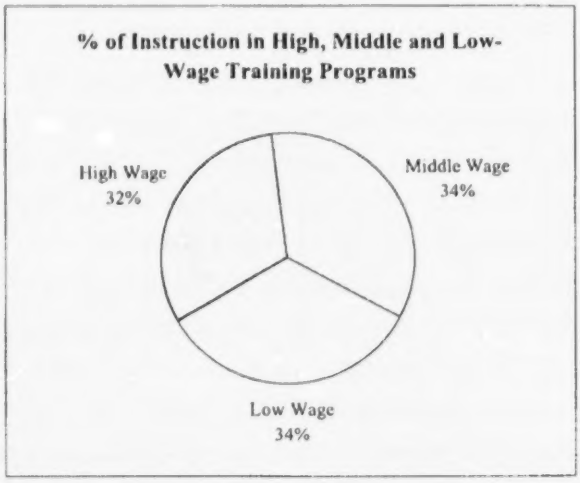
- 22 percent of the instruction was for related college-level instruction including English, math, sciences, and social sciences.



- 18 percent of the instruction was provided in basic education, developmental math, reading, writing, and English as a Second Language for those below college requirements.

Workforce preparation for high-, middle- and low-wage training programs:

- High-wage training programs are those where the typical graduate earns $11.50/hr or more. Middle wage are those where the typical graduate earns between $10.50 and $11.50/hr. Low wage programs are those where the typical graduate earns less than $10.50/hr. Training for workforce preparation was divided evenly among the three areas.



Training results will be measured in spring 2001 for participants who left or finished their training by June 1999. Previous results for welfare students who combined work and training show that the median hourly wage 6-9 months after leaving was over $10/hr. Welfare students who completed high-wage training had a median wage over $13/hr.

FAMILIES THAT WORK

Families That Work focuses on all three goals the Governor has set for WorkFirst: to help people find work, get training and experience training to move up, and to protect children.

Families That Work (FTW) provides intensive training and services to long-term welfare parents who have less education, and generally have little or no work experience. The training component in FTW combines literacy instruction with family management skills, such as parenting, time management, arranging child care, coping with transportation problems, and work readiness training in how to find, retain and advance in employment.

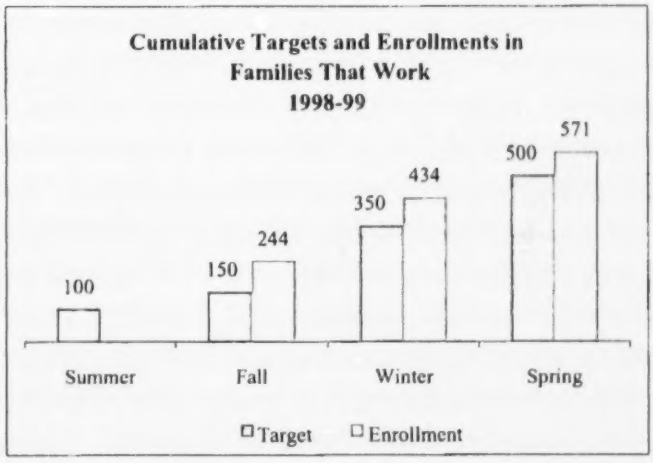
The FTW providers work closely with local DSHS offices to tailor services to meet local needs. Parents who are not ready to go directly to work can enroll in Families That Work to improve their skills and increase their participation in other training and work experience activities that move them closer to employment.

How providers were selected:

Providers were selected via a Request for Proposals to 20 family literacy programs that were already funded by the Office of Adult Literacy. The RFP called for the re-design of these programs to incorporate preparation for work into parenting and literacy training. Fifteen programs–13 colleges and 2 community-based organizations (CBO's)–were funded.

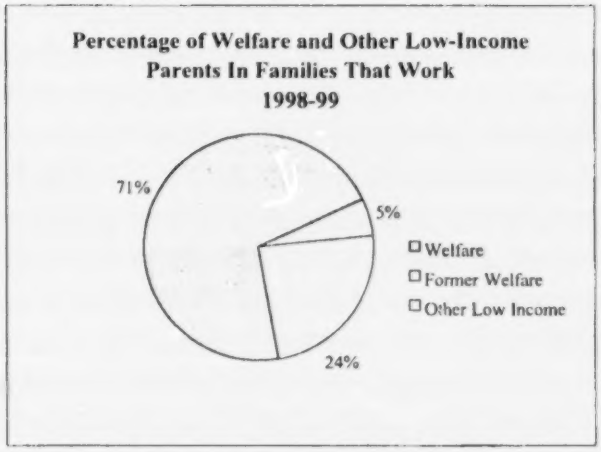
How many participants were served:

- The number of participants served in 1998-99 exceeded the target for Families That Work.



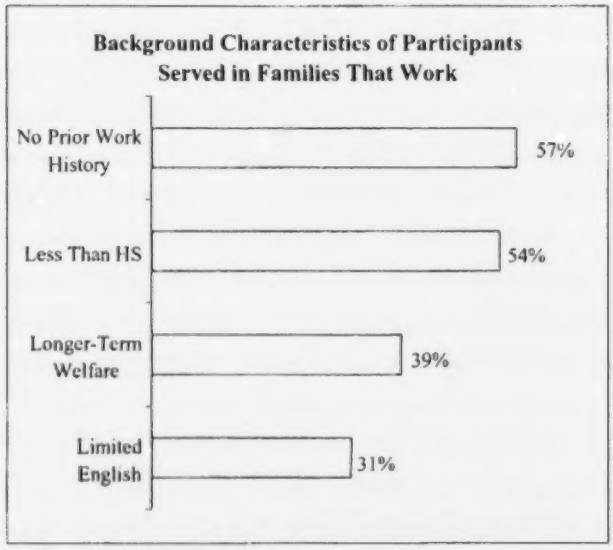
Who was served:

- More than three-fourths of Families That Work participants currently or previously depended upon welfare to support their families.
- The others were low-income parents who had family incomes below 175 percent of poverty, or less than $2,024 for a family of three.



Participant characteristics:

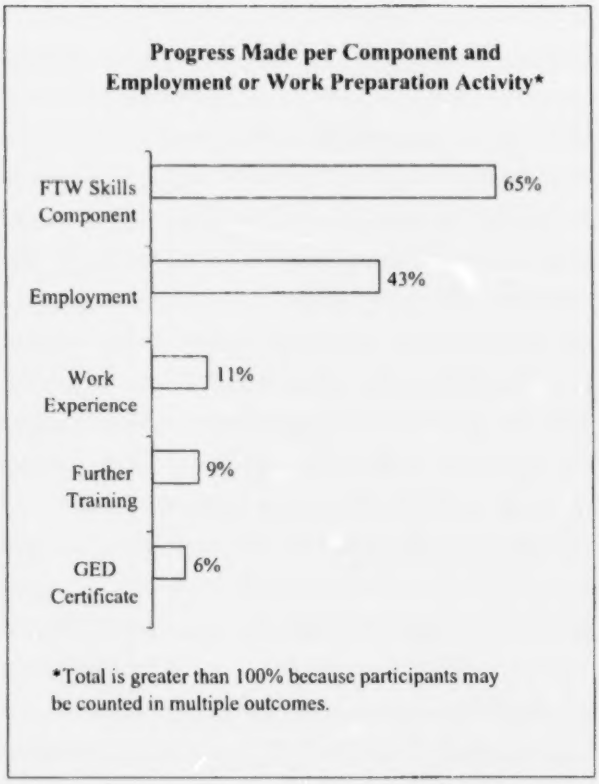
- Most FTW parents do not have the skills and experience to get jobs without intensive preparation, even in a strong economy. More than 95 percent of the parents in Families That Work have one or more of the characteristics in the graph to the right.
- Just under two-thirds (63 percent) of the participants were enrolled because they were unable to get a job on their own. 57 percent had not worked at all in the previous year.



Program outcomes during or directly after training (Participants may be counted more than once):

- FTW provided skills training in three areas: literacy, parenting and family management, and getting ready for work. These areas are integrated together and called the FTW Skills Component in graph to right. Based upon the local program design and participants, looking for work, keeping a job, doing a work experience or getting further training may have also been program outcomes.

- Nearly every parent made at least partial progress in at least 1 of the 3 FTW skills component areas. Almost two-thirds (65 percent) made full progress, demonstrating improvements in all 3 areas.



- 43 percent of the parents worked. Nearly one-quarter (24 percent) got jobs, and another 19 percent who were working before they started FTW stayed employed. This employment was measured during and in the quarter after leaving the program.

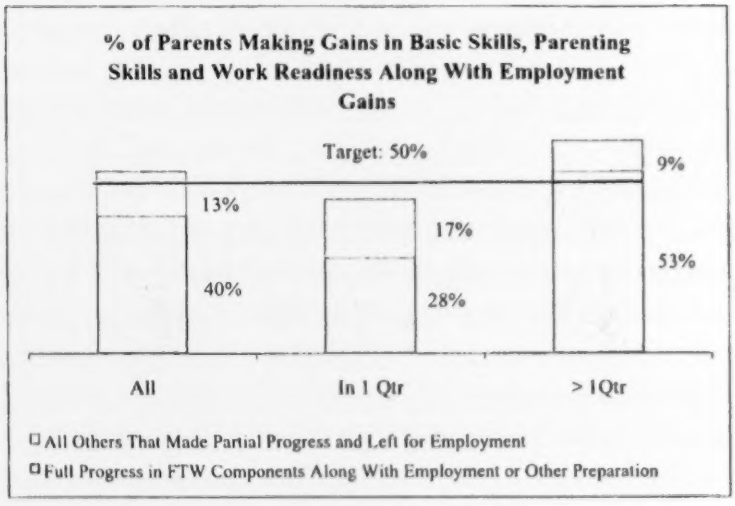
- 11 percent participated in a work experience job.

- 9 percent prepared for or entered other training during the program.

- 6 percent earned their GED certificate, which is often required for further training and employment.

Target Benchmark:

- For the first year, programs set a target for 50 percent of all their Families That Work parents to increase their literacy and develop stronger parenting skills while also becoming more employable from further training, going to work or keeping a job.


% of Parents Making Gains in Basic Skills, Parenting Skills and Work Readiness Along With Employment Gains
Target: 50%
13%
40%
17%
28%
9%
53%
All
In 1 Qtr
> 1Qtr
All Others That Made Partial Progress and Left for Employment
Full Progress in FTW Components Along With Employment or Other Preparation

- Overall, 53 percent met this target. 40 percent made full progress in the FTW training components along with working or work experience. Another 13 percent made partial progress in the FTW training component before leaving for employment.

- Participants who were in training longer were more likely to make progress. 62 percent of participants who enrolled more than 2-3 quarters, compared to 45 percent of those enrolled 1 quarter, made full or partial progress in the FTW skills and participated in a work experience job or found employment.

Longer-term results for FTW participants will be measured in spring 2001.

WORKPLACE BASIC SKILLS

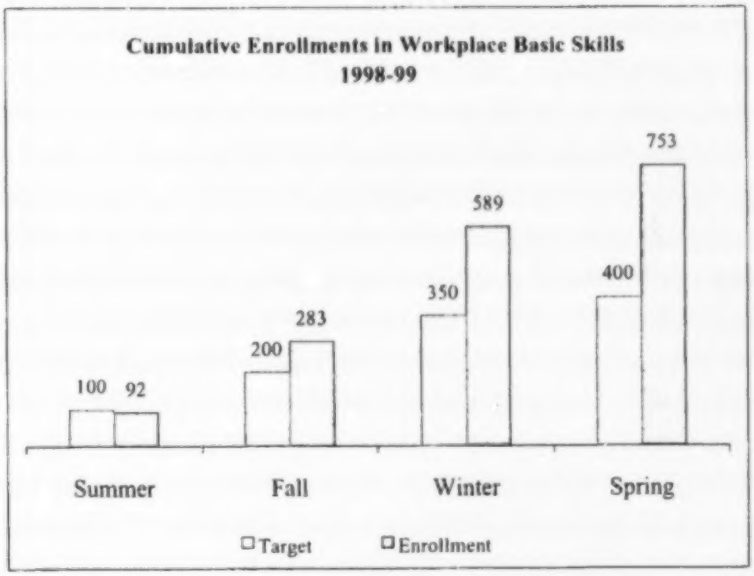
Workplace Basic Skills provides training for workers employed in low-wage jobs. Limited English skills and lower educational levels are barriers to current job performance and advancement. Training is provided as a partnership between the provider and employers who contribute resources. It is customized to the specific needs of the workers and provided in the workplace.

How providers were selected:

SBCTC awarded funds to 11 colleges and 6 community-based organizations through an application process. (See Appendix C for a list of projects and worker occupations.)

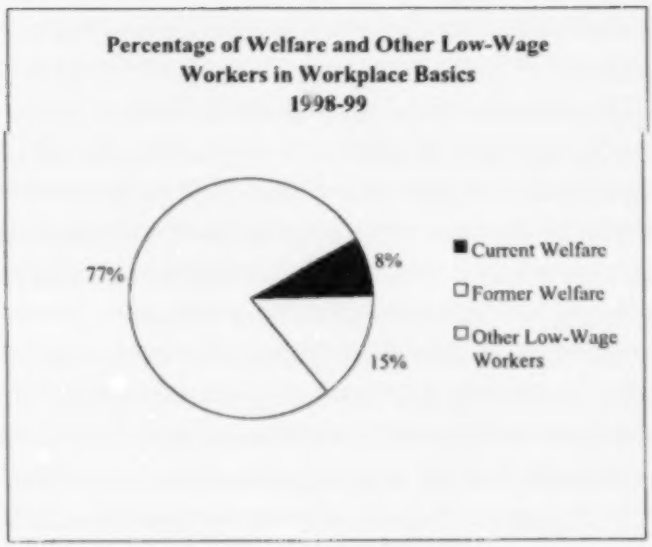
How many workers and businesses participated:

- 753 low-wage workers received basic skills training in their companies, nearly double the target of 400.
- More than 30 employers participated.
- Workplace Basic Skills readily exceeded the target as the system built upon established relationships with employers and added new employers during the year.



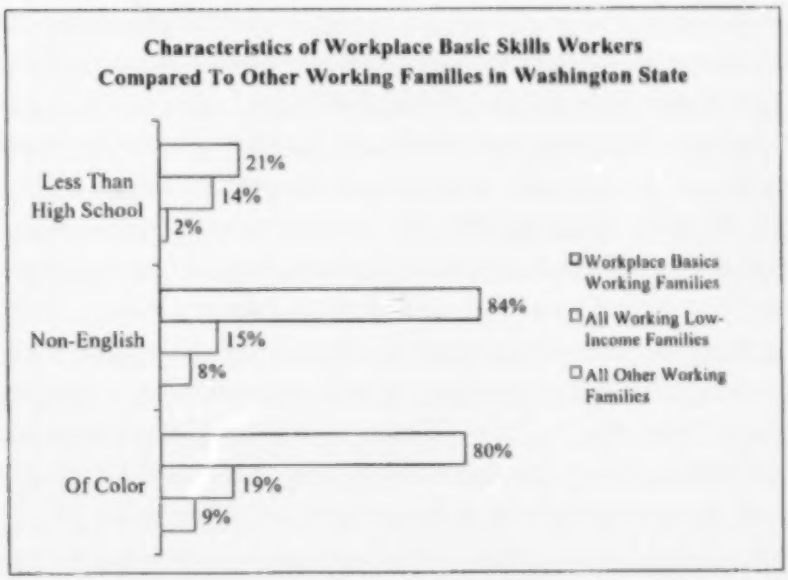
Who was served:

- All of the participants were low-wage workers who had wages that provided earnings of less than 175 percent of the monthly family poverty level.
- Nearly one quarter of the workers in training were past or current welfare recipients.



Participant characteristics:

- Workplace Basic Skills programs primarily targeted limited English-speaking workers. Instruction in English as a Second Language accounted for 84 percent of all training.
- The graph to the right compares Workplace Basic Skills workers to other low-wage workers and workers with families as a whole in Washington. The data source is the Washington Population Survey Profile for Working Families (OFM 1998).

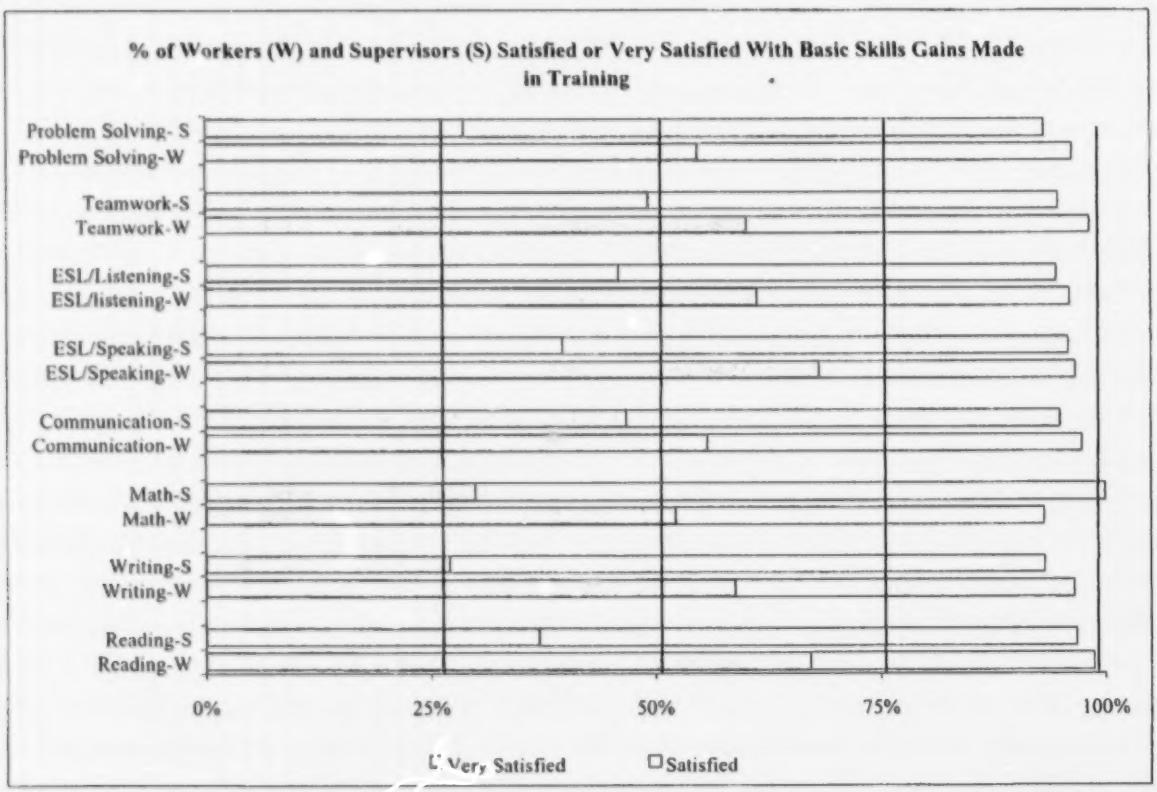


- Low-wage workers as a whole are more likely to be of color, more likely to be non-English speaking, and more likely to have dropped out of high school than are all other workers with families.

Training results and worker/supervisor satisfaction with skills gains:

- 80 percent of all workers receiving instruction were assessed as having gained skills as a result of instruction. The Office of Adult Literacy surveyed 600 workers (W) and 685 supervisors (S) after training to ask their satisfaction with the skills gains that were achieved. (See Appendix D for survey instruments.)

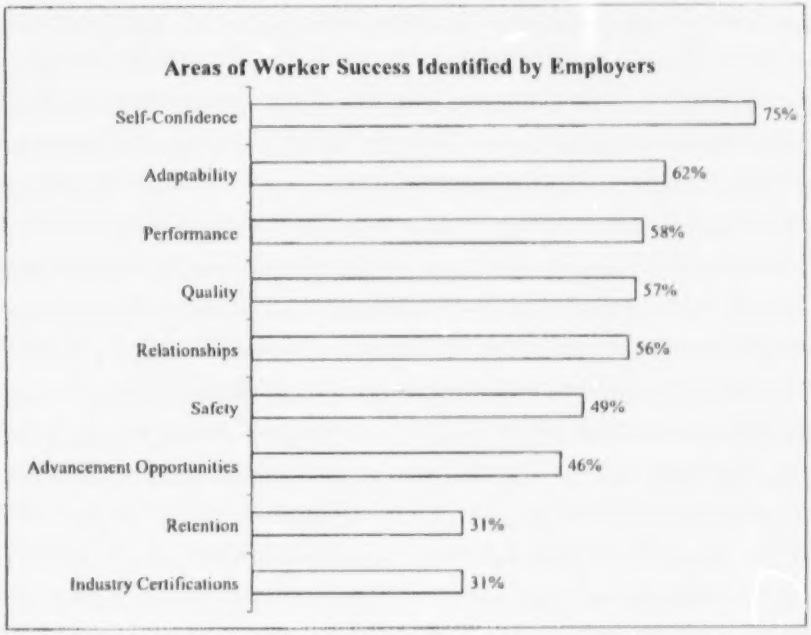
- 95 percent of all workers and supervisors surveyed were satisfied or very satisfied with the gains in a broad range of skills. Workers were more likely to respond they were very satisfied with the gains made. Supervisors were more likely to respond they were satisfied.



The employer survey asked employers to identify areas of possible success as a result of the training their workers received:

- Three-fourths of the employers said that increased worker self-confidence was the strongest area of success for their company.

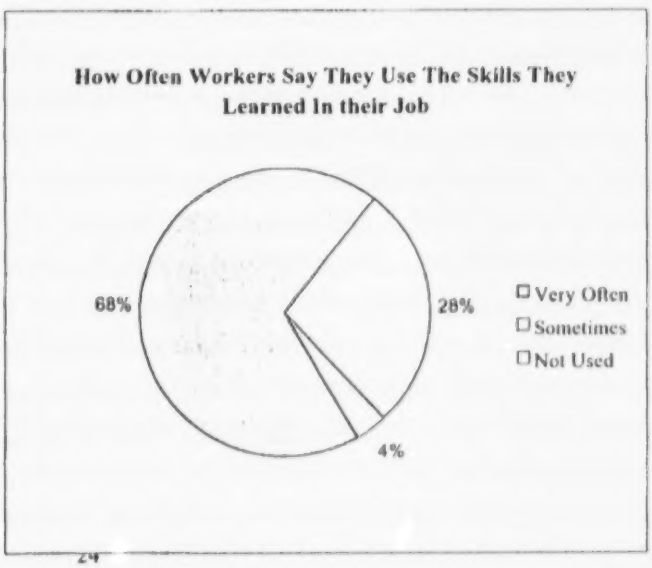
- More than half of all employers said that they expect workers will be more adaptable and productive, their quality of work improved, and they will get along better with co-workers.



- Areas that employers cited less frequently included improved safety, advancement opportunities, worker retention and readiness for industry certification.

Workers responded that skills they learned were useful in their jobs:

- Most workers (96 percent) responded they used the skills very often or sometimes in their everyday jobs. Only 4 percent responded that the skills they learned were not used in their jobs.



Appendix A

Policy Issues and Specific Questions for Accountability Report:

Pre-employment Training Policy Issues:

- To what extent did Pre-employment Training result in higher employment rates and higher hourly wages than Job Search alone?

- To what extent did Pre-employment Training participants demonstrate wage progression, and leave welfare?

- What changes did colleges make to gear up and provide Pre-employment Training? How are these changes contributing to the overall way colleges re-design themselves for serving WorkFirst and other low-income adults?

Specific Questions:

1. How many participants were served?
2. What groups of program participants were served?
3. What were the training outcomes, i.e., completion rates for participants?
4. What was the employment rate for completers in the quarter after training ended? How did this compare to non-completers?
5. What was the hourly wage for completers in the quarter after training ended? How did this compare to non-completers?
6. How did the starting hourly wage for completers compare to other WorkFirst participants who entered employment from Job Search and who left welfare?
7. What best practices can be identified?
8. What were the earnings of completers 4 quarters after training?
9. What was the welfare status of completers 4 quarters after training?
10. How do the results and finding compare to findings in other WorkFirst studies being conducted?

Work-Based Learning Tuition Assistance Policy Issues:

- To what extent are WorkFirst and other low-income working adults able to attend college and make progress in education and training?

- To what extent did participants demonstrate wage progression during and after they left training?

- How did colleges re-design their instructional programs and services for low-income working adults?

Specific Questions:

1. How many participants were enrolled?
2. What groups of program participants were enrolled?
3. To what extent were participants new to college?
4. Into what courses and programs did they enroll?
5. How much instruction was offered on evenings and weekends?
6. How many hours did participants typically work while attending?
7. Of the students who earned at least 10 credits and exited for at least 1 year, what is their exit status- i.e. did they earn a certificate or degree, or have another training outcome of a successful leaver prepared for work?
8. Of the students who earned at least 10 credits and exited for at least 1 year, what is their 1-year post training employment and earnings?
9. How do the 1-year post-training employment and earnings compare to employment and earnings in the first quarter they received tuition assistance?
10. What was the welfare status of completers 4 quarters after training?
11. How do the results and finding compare to findings in other WorkFirst studies being conducted?

Families That Work Policy Issues:

- To what extent did WorkFirst and low-income parents participating in Families That Work increase their employability and advance in getting ready for work, starting work, or increase their earnings and employment?

- To what extent did Families That Work become part of a continuum of training services for WorkFirst and other low-income parents?

- To what extent did the lessons learned and best practices demonstrated in Families That Work affect how basic skills programs are being re-designed for all students with work-related goals?

Families That Work Questions:

1. How many participants were enrolled?
2. What groups of program participants were enrolled?
3. What were the training outcomes for increasing basic skills, family management skills and work readiness?
4. What percentage of participants increased their work activity or employment by participating in job search, Pre-employment Training, and work experience, or becoming employed or retaining employment while participating in and since leaving the program?
5. What best practices can be identified?
6. What is the welfare status of participants since leaving the program?
7. How do the results and finding compare to findings in other WorkFirst studies being conducted?

Workplace Basic Skills Policy Issues:

- To what extent did low wage earning workers participating in Workplace Basic Skills increase their basic skills?
- To what extent did Workplace Basic Skills become part of a continuum of training services for WorkFirst and other low-income adults after they went to work?
- To what extent did the lessons learned and best practices demonstrated in Workplace Basic Skills affect how basic skills programs are being re-designed for all students with work-related goals?

Specific Questions:

1. How many participants were enrolled?
2. What kinds of participants were enrolled?
3. How many businesses participated?
4. What were the training results for completion of training?
5. What was the participant and employer satisfaction with training?
6. What are the employment and earnings 1 year after initial training?
7. What best practices are being incorporated into re-designed basic skills?
8. How do the results and finding compare to findings in other WorkFirst studies being conducted?

Appendix B

1998-99

Pre-Employment Training Providers, Job Titles Trained and Business Partners

College	Job Title	Business Partner(s)
Bates	Child Care Staff	Bates ECEAP Childrens World KinderCare Tacoma Day Nursery Olympic View Daycare Puyallup Playcare
Bellevue	Accountant Early Childhood Assistant Security Officer Office Assistant Customer Service Representative	Eton School Nordstrom Corp. Childtime Danzas Corp. Rite Aid Sound Telecom Lease Insurance Accountants on Call Bellevue Family YMCA Accountants, Inc. W. Seattle Family YMCA Volt Services Group JC Penney Co Apple One Employment Lake Washington S.D. #414 Services Bellevue S.D. #405 Westaff Issaquah S.D. #141 AccuStaff
Bellevue, Shoreline, Green River & Edmonds Community Colleges Job Ladder Partnership	Mfg Assembly Office Clerk Customer Care Rep Medical Clerk Cert. Nurse Aid	Washington Aerospace Alliance On-Site Staffing Alpine Windows AT&T Metrocall Washington Mutual Bank Keane, Inc. Eddie Bauer, Inc. PACE Staffmg Services Northwest Hospital
Big Bend	General Laborer	Basic American Foods Nestle Foods
Clark	Reservations Agent Call Center Re	Promus Corporation
Clover Park	Front Desk Clerk Housekeeping/Laundry Maintenance Houseman Security	Best Western Executive Inn
Clover Park	Paratransit Driver	Paratransit Services Laidlaw Transit Inc
Columbia Basin	Healthcare Worker	Kennewick General Hospital Tri-Cities Chaplaincy Hospice Canon Lakes Restorative & Rehabilitation Center
Edmonds	Coach Operator	Community Transit Coach USA (Grosvenor Bus Lines, Inc.)
Everett	Customer Service Banker	TO Itenmec
Everett	Welder	Genie Industries
Grays Harbor	Yacht Manufacturing Fiberglass	Wesport Shipyard Pacific Rim Yachts
Green River	Call Center Rep Cashier & Sales Associate	REI Eagle Hardware
Highline	Medical Rec. Clerk Patient Registrar	*Washington Works Signed agreements on file from:* Multicare Health Systems

College	Job Title	Business Partner(s)
Highline (continued)	Patient Acct. Rep	Comm Health Cntrs of King County Group Health, Seattle Chiropractic First, Inc. Bastron Chiropractic Tuttle & Devine Chiropractic Creekside Chiropractic Bellevue Chiropractic Sound Chiropractic Mill Creek Chiropractic North Hill Chiropractic
Lower Columbia	Food Service	Fraser's Bakery Northwest Continuum JJ North's Grand Buffet PeaceHealth Monticello Hotel Woodland Care Center Rusty Duck Restaurant Cowlitz Care Center DoubleTree Hotel Evergreen Manor Health Red Lobster And Rehabilitation Frontier Rehab & Park Royal Medical Extended Care Nursing Center Sunrise Care Center
Lower Columbia	Housekeeper	Monticello Hotel, PeaceHealth DoubleTree Hotel, Woodland Care Center Holiday Inn-Express, Cowlitz Care Center Super 8 Motel, Evergreen Manor Health GuestHouse Inn & Suites & Rehabilitation Frontier Rehabilitation & Park Royal Medical Extended Care Nursing Center Northwest Continuum Sunrise Care Center
Lower Columbia	Nursing Assistant	*Allied Health::* Frontier Rehabilitation & Evergreen Manor Health & Extended Care Rehab Northwest Continuum Care Evergreen Americana Residential Resources Health & Rehab Woodland Care Center Park Royal Medical Cowlitz Care Center Nursing Center Crawford House Peace Health Birchwood Homes
Lower Columbia	Sales Associate Sales Clerk	The Bon Marche Sears Triangle Thriftway Woodland Save-On-Foods Woodland Hi-School Pharmacy Simply Wild
Olympic	Nursing Assistant Registered	Personal Choice Home Care Services
Peninsula	Housekeeper Wait Staff/Cooks Front Desk/Clerk	Olympic National Park Port Angeles DoubleTree Hotel and Crab House Restaurant
Pierce	Reservations, Ticket Counter, Gate Agent, Food & Beverage, Customer Service	Horizon Air United Airlines
Renton	Bank Teller Bank Clerk	Washington Mutual Bank Wells Fargo Bank
Renton	Hospital Nursing Assistant Patient Care Assistant	Virginia Mason Valley Medical Center
Seattle District (Seattle Central)	Carpenter's Helper	Master Builders Association of King and Snohomish Counties (MBA)
Seattle District (North Seattle)	Computer Technician/Operator	Compu USA
Seattle District (South Seattle)	Manufacturing	Washington Aerospace Alliance GM Nameplate
Seattle District (South Seattle)	Package Handlers	United Parcel Service (UPS)
Seattle District (South Seattle)	Office Technology	Seafirst Bank Corporation Multiple Zones

College	Job Title	Business Partner(s)
Seattle District (South Seattle)	Electronic Assemblers	ADIC CDI
Seattle District (South Seattle) South Seattle (continued)	Automotive Service	Firestone Goodyear Barrier Motors Hueling Brothers Seattle BMW
Shoreline w/ Bellevue	Production Specialist	Genie Industries
Spokane IEL	Furnace Operator I Mechanic II Machines Operator	B.F. Goodrich Aerospace
Spokane IEL	Call Center Worker	Ambassador Programs Safeco Insurance Dakota Direct Sound Telecom Metropolitan Mortgage Spokesman Review Medical Service Corp Robinson Research Premier Marketing TCI Seafirst Guardian Life WA State Emp Credit Washington Mutual Union Software Spectrum WA Water Power Trinity Universal Principal Financial Group
Spokane IEL	Various Insurance Indus Positions	Travelers Group Insurance
Tacoma	Travel Agent	United Airlines Holland America Line – Westours Inc
Yakima Valley	Meat Cutter Carcass Processing Shipping & Receiving	Washington Beef, Inc.

Private Career School Providers

Provider	Job Title	Business Partner(s)
+National Transportation Training & Consulting (Spokane Area)	Truck Driver	Gordon Trucking, Inc National Transportation Training & Consulting
Northwest Career Training Center (Spokane Area)	Truck Driver	Trans-System, Inc
Western States Operating Engineers Institute of Training	Construction and Industrial Industries	Lester N. Johnson Co., Neil F. Lampson Hite Crane & Rigging, Inc., International LTD N.A. Degerstrom, Inc., Shamrock Paving, Inc. National Association of Inland Asphalt Co. Sheet Metal & Air, Murphy Brothers, Inc. Conditioning Contractors Western States Operating Engineers

Appendix C

1998-99

Workplace Basics Projects, Companies and Types of Workers Trained

Provider	Company	Category of Worker
Bates TC	Ace Tank and Equipment	Manufacturers
CC of Spokane	Pitney Bowes/Gateway	Customer service
Diocese of Olympia	Madison Hotel	Housekeeper
Edmonds CC	Boston Scientific	High Tech Assemblers
Edmonds CC	Eldec	High Tech Assemblers
Edmonds CC	ADIC	High Tech Assemblers
Edmonds CC	Eaton Cutler Hammer	High Tech Assemblers
Edmonds CC	Stuart Entertainment	Packers, manufacturers
Everett CC	Selectron	High Tech Assemblers
Fremont Public Assn	Fremont Public Assn	Home health care aides
Lake Washington TC	Mackie Design	High Tech Assemblers
Lake Washington TC	Doubletree Inn	Maids, housekeepers
Lake Washington TC	Greenway Landscaping	Landscapers
Lake Washington TC	Lakevue Gardens Care Ctr	Certified Nursing Assts
Renton TC	GT Development	High Tech Assemblers
Renton TC	Maplewood Apts	Landscapers
Renton TC	Postal Services Int'l	Mail clerks
Renton TC	UPS	Packers
Seattle Central CC	Sheraton Hotel & Towers	Housekeepers
Seattle Central CC	Sheraton Hotel & Towers	Stewards
Seattle Vocational Inst	Swedish Hospital	Home health assistants, CNAs
So King Co MSC	Seatoma Convalescent Ctr	CNAs
Tacoma CC	Tacoma Public Schools	Para-educators
Tacoma Goodwill	Tacoma Goodwill Ind	Retail (entry level)
WA Literacy	Deseret Industries	Retail (entry level)
Wenatchee Valley CC	Snow Creek Industries	Sewers
Wenatchee Valley CC	Colville Tribal Enterprises	Various (entry level)
Whatcom CC	Bellis Fair Mall	Retail (entry level)
Yakima OIC	Iowa Beef	Food processors, packers
Yakima Valley CC	Mercer Ranch	Farm laborers
Yakima Valley CC	Tree Top	Food processors, packers
Yakima Valley CC	Snokist	Food processors, packers

Appendix D

Basic Skills in the Workplace
Employer/Supervisor Survey

Company Name: _____

Date: _____

1. Please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements. (Circle one response for each.)

a.	The basic skills **curriculum** was relevant to our employees' job duties.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know
b.	The basic skills **teacher** provided high quality instruction.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know
c.	The way **training was presented** (classroom, tutoring, computers, etc.) was a good "match" to our needs.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know

2. In your opinion, how satisfied was the company with the **skill gain** by participants in the basic skills program in the areas listed below? (N/A = not applicable or unable to evaluate)

a. Reading	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
b. Writing	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
c. Math	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
d. Computer Literacy	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
e. English Speaking	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
f. English Listening	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
g. Team work	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
h. Communication Skills	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know
i. Problem Solving	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know

j. Work habits/ Attitudes	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Don't Know

3. Please check the areas in which the basic skills program may have resulted in successes for your company:
(Mark all that apply.)

a. _____ Worker self confidence
b. _____ Overall worker productivity and performance
c. _____ Overall quality of work performed
d. _____ Worker safety
e. _____ Worker retention
f. _____ Worker relationships
g. _____ Worker adaption to new job requirements and duties
h. _____ Worker readiness for industry certification(e.g., ISO standards, equipment maintenance)
i. _____ Worker opportunities for advancement
j. _____ Other (please specify):

4. In your opinion, to what extent did the basic skills training meet your company's goals?

a. Definitely met goals b. Partially met goals c. Did not meet goals at all

5. How likely is your company to offer this type of training again?

a. Definitely will offer b. May offer c. Definitely will not offer

If you would like to make additional comments, please feel free to include them below. **Thanks for your cooperation!**

Basic Skills in the Workplace
Participant Survey

Company Name: _____

Date: _____

1. Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of these statements? (Circle your answer for each one.)

a. The **books or worksheets** we used were good.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a. The **teacher** was good.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a. The **time of the class** was good.	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree

2. How happy were you with what you learned?

a. Reading	Very Happy	Happy	Unhappy	Very Unhappy	Didn't Study
b. Writing	Very Happy	Happy	Unhappy	Very Unhappy	Didn't Study
c. Math	Very Happy	Happy	Unhappy	Very Unhappy	Didn't Study
d. Communication Skills	Very Happy	Happy	Unhappy	Very Unhappy	Didn't Study
e. Computers	Very Happy	Happy	Unhappy	Very Unhappy	Didn't Study
f. English speaking	Very Happy	Happy	Unhappy	Very Unhappy	Didn't Study
g. English listening	Very Happy	Happy	Unhappy	Very Unhappy	Didn't Study
h. Work with people	Very Happy	Happy	Unhappy	Very Unhappy	Didn't Study
i. Take care of problems	Very Happy	Happy	Unhappy	Very Unhappy	Didn't Study

3. In your job, do you use what you learned?
   a. _____ I use the skills very often on my job.
   b. _____ I sometimes use the skills on my job.
   c. _____ I don't use the skills on my job.

4. How helpful was the basic skills training for you to **do your job**?
   a. Very helpful b. Somewhat helpful c. Not at all helpful

5. How helpful was the basic skills training for you to **get a new job**?
   a. Very helpful b. Somewhat helpful c. Not at all helpful

If you would like to tell us more, please write on the back of this form.
THANK YOU!

The Washington State Board
for Community and Technical Colleges

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Mr. Paul Hutton
Mr. Tom Koenninger
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Earl Hale, Executive Director

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For more information on the accountability research
related to WorkFirst, see the
SBCTC Web site at http://www.sbctc.ctc or contact:
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